

2024 Annual Implementation Plan

for improving student outcomes

Chelsea Heights Primary School (3341)



Submitted for review by Steven Capp (School Principal) on 11 December, 2023 at 10:45 AM
Endorsed by Tim Wilson (Senior Education Improvement Leader) on 04 March, 2024 at 03:46 PM
Endorsed by Rachael Short (School Council President) on 15 April, 2024 at 05:44 PM

Self-evaluation summary - 2024

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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Support and resources	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To maximise the learning growth of all students in Literacy and Numeracy	Yes	<p>By 2023, the percentage of grade 3 students in the top two NAPLAN bands will increase for:</p> <ul style="list-style-type: none"> • Reading from 57 (2019) to 64 per cent • Writing from 46 (2019) to 63 per cent • Numeracy from 44 (2019) to 55 per cent. 	PAT Reading Attainment (Semester 2): Level 1 93+ Level 2 105+ Level 3 114+ Level 4 122+ Level 5 126+ Level 6 129+
		<p>By 2023 the percentage of Grade 5 in the top two NAPLAN bands will increase for:</p> <ul style="list-style-type: none"> • Reading from 42 (2019) to 46 per cent • Writing from 11 (2019) to 20 per cent • Numeracy from 22 (2019) to 27 per cent. 	PAT Maths Attainment (Semester 2):Level 1 88+Level 2 106+Level 3 117+Level 4 125.2+Level 5 130.5+Level 6 133.5+

		<p>By 2023 the percentage of students achieving above NAPLAN Benchmark growth will increase for:</p> <ul style="list-style-type: none"> • Reading from 38 (2019) per cent to 40 per cent • Writing from 18 (2019) to 25 per cent • Numeracy from 5 (2019) to 20 per cent. 	<p>PAT Reading Growth Targets:Level 3 School Growth Score 8.3+Level 4 School Growth Score 6.8+ Level 5 School Growth Score 5.0+ Level 6 School Growth Score 3.4+ PAT Maths Growth Targets:Level 3 School Growth Score 7.2+Level 4 School Growth Score 6.8+ Level 5 School Growth Score 5.2+ Level 6 School Growth Score 2.9+</p>
Activate student Voice and Agency to improve student engagement	Yes	<p>By 2023, positive endorsement of the school Staff Survey, in the Teaching and Learning-Implementation component Plan Differentiated Learning factor, will increase from 76 to 85 per cent.</p>	<p>Guaranteed and viable curriculum positive endorsement - 90%+Use Student Feedback to Improve Practice - 70%+</p>
		<p>By 2023, positive endorsement of the school Staff Survey, in the Teaching and Learning- Practice Improvement component Professional Learning Through Peer Observation factor, will increase from 76 to 85 per cent.</p>	<p>positive endorsement of the school Staff Survey, in the Teaching and Learning- Practice Improvement component Professional Learning Through Peer Observation factor, will increase from 76 to 85 per cent.</p>
		<p>By 2023, positive endorsement of the school Staff Survey, in the Teaching and Learning- Evaluation component factor: Use Student Feedback to Improve Practice, will increase from 59 to 85 per cent.</p>	<p>positive endorsement of the school Staff Survey, in the Teaching and Learning- Evaluation component factor: Use Student Feedback to Improve Practice, will increase from 59 to 85 per cent</p>
		<p>By 2023, positive endorsement of the AToS Survey component Teacher Student Relationships factor Teacher Concern will increase from 79-85 per cent.</p>	<p>positive endorsement of the AToS Survey component Teacher Student Relationships factor Teacher Concern will increase from 79-85 per cent.</p>

To develop systems to guide a global focus that engages students and improves student outcomes.	No	By 2024, teacher judgement data for students achieving 12 months growth in the intercultural capability will increase from X% 2021 benchmark to Y% in 2024. [Benchmark and corresponding target to be identified as part of 2021 AIP]	
		By 2023, positive endorsement of the school Staff Survey, in the Teaching and Learning-Implementation component Focus on Real-Life Problems factor, will increase from 76 to 85 per cent.	
		By 2024, teacher judgement data for students achieving 12 months growth in the ethical capability will increase from X% 2021 benchmark to Y% in 2024. [Benchmark and corresponding target to be identified as part of 2021 AIP]	

Goal 3	To maximise the learning growth of all students in Literacy and Numeracy
12-month target 3.1-month target	PAT Reading Attainment (Semester 2): Level 1 93+ Level 2 105+ Level 3 114+ Level 4 122+ Level 5 126+ Level 6 129+
12-month target 3.2-month target	PAT Maths Attainment (Semester 2): Level 1 88+

	<p>Level 2 106+</p> <p>Level 3 117+</p> <p>Level 4 125.2+</p> <p>Level 5 130.5+</p> <p>Level 6 133.5+</p>	
12-month target 3.3-month target	<p>PAT Reading Growth Targets: Level 3 School Growth Score 8.3+ Level 4 School Growth Score 6.8+ Level 5 School Growth Score 5.0+ Level 6 School Growth Score 3.4+</p> <p>PAT Maths Growth Targets: Level 3 School Growth Score 7.2+ Level 4 School Growth Score 6.8+ Level 5 School Growth Score 5.2+ Level 6 School Growth Score 2.9+</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 3.a Excellence in teaching and learning	Embed and monitor the effective use of the High Impact Teaching Strategies across the school to become an integral element of the school's culture.	Yes
KIS 3.b Positive climate for learning	Embed rigorous, reliable pedagogical practices to drive personalised learning and lift student outcomes.	No
KIS 3.c Excellence in teaching and learning	Connect student assessment to the student' school and home learning.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>The 2023 focus on Spelling led to Professional Learning in the area of structured literacy. Structured Literacy requires explicit teaching and mastery of lower order skills in reading and writing (including spelling) to progress to higher order use of reading for comprehension and writing for a wide range of academic and recreational purposes.</p> <p>CHPS has explored the Simple View of Reading and Simple View of Writing to inform explicit teaching practices at a wider level and would like to continue this approach with a broader view than just spelling in mind.</p> <p>NAPLAN results display below like school group percentages at exceeding or strong in reading, writing and</p>	

	<p>spelling and would like to build on improvements in decoding and spelling approaches to include higher level reading comprehension responses using writing as mode to engage and demonstrate knowledge and thinking in all domain areas.</p> <p>CHPS would like to target developing a knowledge rich curriculum with rich reading and writing opportunities in domain specific contexts. CHPS will explore the use of evidence based reading comprehension teaching such as questioning the author and close reading to illicit responses using consistent strategies outlined in programs such as The Writing Revolution to build skills from writing great sentence o multiple paragraphs in domain specific genres.</p> <p>Our focus on assessment will also need to continue from last year to inform the impact of explicit teaching techniques, improved curriculum in mathematics and spelling and introduction of MTSS (RTI) processes. CHPS has been selected to go through PLC training and we would like more rigorous long and medium cycle assessment on the Big 6 of reading and fluency and problem solving in mathematics. The Year 1 Phonics Check will be explored as an alternative to the incomplete and confusing EOI at Year 1, PAT Spelling, Vocabulary and Grammar/Punctuation and Acadience Mathematics Screening F - 6.</p>
Goal 4	Activate student Voice and Agency to improve student engagement
12-month target 4.1-month target	Guaranteed and viable curriculum positive endorsement - 90%+ Use Student Feedback to Improve Practice - 70%+
12-month target 4.2-month target	positive endorsement of the school Staff Survey, in the Teaching and Learning- Practice Improvement component Professional Learning Through Peer Observation factor, will increase from 76 to 85 per cent.
12-month target 4.3-month target	positive endorsement of the school Staff Survey, in the Teaching and Learning- Evaluation component factor: Use Student Feedback to Improve Practice, will increase from 59 to 85 per cent
12-month target 4.4-month target	positive endorsement of the AToS Survey component Teacher Student Relationships factor Teacher Concern will increase from 79-85 per cent.
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 4.a	Integrate metacognitive strategies into teaching and learning practices. No

Positive climate for learning		
KIS 4.b Positive climate for learning	Actively involve students in the co-construction of their learning.	No
KIS 4.c Positive climate for learning	Strengthen student engagement through quality teaching practice	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Student Voice and Agency has been selected as the AToSS survey displays a decline in Student Voice and Agency.</p> <p>The staff at CHPS have developed a framework for school improvement centered around Deheane's 4 pillars of learning, cognitive load theory and selected teaching models and practices that operationalise high impact teaching strategies supported by cognitive science.</p> <p>CHPS feels we have an opportunity to educate students on feedback driven metacognitive strategies that have high impact and teach them the difference between passive memory learning activities and active memory learning activities. Students have the opportunity to learn about spaced and interleaved practice and learn how they learn, changing their long term memory, in an evidence based manner.</p> <p>We believe this will increase the usefulness of student feedback as the feedback will be on shared understandings of the cognitive science and what the best bets of learning strategies are.</p>	

Define actions, outcomes, success indicators and activities

Goal 3	To maximise the learning growth of all students in Literacy and Numeracy
12-month target 3.1 target	PAT Reading Attainment (Semester 2): Level 1 93+ Level 2 105+ Level 3 114+ Level 4 122+ Level 5 126+ Level 6 129+
12-month target 3.2 target	PAT Maths Attainment (Semester 2): Level 1 88+ Level 2 106+ Level 3 117+ Level 4 125.2+ Level 5 130.5+ Level 6 133.5+
12-month target 3.3 target	PAT Reading Growth Targets: Level 3 School Growth Score 8.3+ Level 4 School Growth Score 6.8+ Level 5 School Growth Score 5.0+ Level 6 School Growth Score 3.4+ PAT Maths Growth Targets: Level 3 School Growth Score 7.2+ Level 4 School Growth Score 6.8+ Level 5 School Growth Score 5.2+ Level 6 School Growth Score 2.9+
KIS 3.a Evidence-based high-impact teaching strategies	Embed and monitor the effective use of the High Impact Teaching Strategies across the school to become an integral element of the school's culture.

Actions	<p>Continue to build staff capacity to embed High Impact Teaching strategies in Literacy and Numeracy via Explicit Model Create, adapt and use shared and common resources to develop common lessons with high impact reading and writing strategies such as questioning the author and The Writing Revolution.</p> <p>Build capacity of instructional leaders and the SIT to use PLC inquiry cycles to observe, coach and model lessons.</p>
Outcomes	<p>Leaders will support teachers to continue to develop knowledge rich units, related lessons and consistent materials through clear processes and professional learning.</p> <p>Leaders will develop a Professional Development Plan and deliver Professional Development to support, Explicit Direct Instruction with the addition of evidence informed reading comprehension strategies and writing strategies.</p> <p>Leaders will facilitate observations focused on the use of evidence informed reading comprehension strategies.</p> <p>Leaders will facilitate observations focused on the use of evidence informed writing strategies linked to reading responses.</p> <p>Leaders will continue PD to embed Explicit Instruction particularly 'The Rule of Two' in mathematics.</p> <p>Leaders will develop and embed a coaching model and Learning Walk schedule to amplify and escalate explicit teaching strategies in literacy and mathematics.</p> <p>Teachers will provide targeted academic support through Literacy goals in IEPs</p> <p>Teachers will adjust teaching responses based on formative assessment - CFU and Reviews.</p> <p>Teachers will execute daily, weekly and monthly reviews.</p> <p>Teachers will support students identified by literacy and numeracy screening at Tier 2 and 3 level (RTI)</p> <p>Students in need of targeted academic support will be identified and supported.</p> <p>Students will be aware of learning gaps and strengths via worked examples and feedback.</p> <p>Student will provide feedback on learning confidence and impact of teaching.</p>
Success Indicators	<p>Early Indicators:</p> <p>Professional Development Plan for reading comprehension strategies and writing strategies to be added to explicit teaching of literacy.</p> <p>Literacy Lessons will have evidence of pause points and open-ended questioning to scaffold students to build accurate mental representations for reading challenging text.</p> <p>Observation and Coaching Timetable and Plan.</p> <p>CHPS Numeracy Model Published - Playbook strategies for mathematics reviews and worked examples complete.</p> <p>New Waves Mathematics and Rule of Two prominent in Mathematics Lessons</p> <p>IEPs will describe adjustments needed in mathematics.</p>

	<p>Late Indicators: PAT - Reading, Spelling and Punctuation and Grammar results improve. DIBELS composite score and progress monitoring data displays improvement. 2025 NAPLAN results improve.</p>
KIS 3.c Evaluating impact on learning	Connect student assessment to the student' school and home learning.
Actions	<p>Develop an assessment schedule aligning assessments to the school's RTI model. Develop students' understanding of evidence informed learning strategies to support goal setting and home learning.</p>
Outcomes	<p>Leaders will support staff to further develop the assessment schedule to assess key enduring understandings with a focus on formative assessment. Leaders will support staff to further develop analysis of data to inform whole school, cohort, class and individual instructional decisions. Leaders will embed data use and responsive teaching to support the RTI model. Teachers will use data platforms to monitor targets and inform teaching. Teachers will use data to help educate students in goal setting. Students will use data and teacher feedback to set goals and monitor progress.</p>
Success Indicators	<p>Early Indicators Literacy Screeners embedded to identify students at risk and in need of extension in line with scope and sequence. Mathematics screeners, termly assessments developed in line with the scope and sequence. Independent reviews created for use in mathematics and literacy. Assessment and Reporting Schedule embedded and aligned to support progress monitoring meetings with literacy and numeracy RTI staff and Year Level staff at the end of assessment cycles at week 6 and 7 each term. Assessment Schedule to include PAT - Spelling, Grammar and Punctuation, Year One Phonics Check. Meeting Schedule to include data presentation meeting, linked to PLC cycles of inquiry, where each learning team presents on progress around key instructional improvements and key indicators of student success in literacy and numeracy.</p> <p>Late Indicators: Improvement in PAT attainment and growth results</p>

	Improvement in NAPLAN attainment and growth results Greater alignment between teacher judgement, PAT and NAPLAN results.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Goal 4	Activate student Voice and Agency to improve student engagement			
12-month target 4.1 target	Guaranteed and viable curriculum positive endorsement - 90%+ Use Student Feedback to Improve Practice - 70%+			
12-month target 4.2 target	positive endorsement of the school Staff Survey, in the Teaching and Learning- Practice Improvement component Professional Learning Through Peer Observation factor, will increase from 76 to 85 per cent.			
12-month target 4.3 target	positive endorsement of the school Staff Survey, in the Teaching and Learning- Evaluation component factor: Use Student Feedback to Improve Practice, will increase from 59 to 85 per cent			
12-month target 4.4 target	positive endorsement of the AToS Survey component Teacher Student Relationships factor Teacher Concern will increase from 79-85 per cent.			
KIS 4.c Setting expectations and promoting inclusion	Strengthen student engagement through quality teaching practice			
Actions	Build staff capacity to develop rich domain specific curriculum units that link vertically and horizontally to enhance knowledge building, higher order reading comprehension and writing skills.			
Outcomes	Leaders will develop a knowledge rich curriculum to support cumulative learning from F-6. Leaders will provide materials and pacing guides and suggested timetables to support content development and delivery. Leaders will develop a professional learning schedule to support planning, implementation and feedback of the curriculum roll out. Leaders will implement learning walks and observations to support consistency and accountability. Teachers will engage with Guaranteed and Viable Curriculum Documents, pacing guides and content support materials to create lessons.			

	<p>Teachers will engage in professional development on implementing and planning, teaching and assessing GVC. Teachers will teach lessons and give feedback on pacing guides, content support and materials. Teachers will monitor learning and obtain student feedback on learning and confidence. Students will engage in lessons and set goals around learning. Students in years 3 to 6 will engage with evidence based cognitive strategies such as low stakes quizzing, categorised brainstorming, brain dumps and retrieval practice. Students will provide feedback on learning and confidence.</p>			
<p>Success Indicators</p>	<p>Early Indicators English, Humanities and Science Domain Curriculum Units documented F-6 and mapped to Vic Curriculum. Yearly, termly and weekly pacing guides documented for English, Humanities and Science. Content materials established and evidence of consistent use in lessons. Two novel studies fully implemented. Peer observation and learning walk feedback evident. Assessments and feedback sessions evident in recording student and teacher feedback.</p> <p>Late Indicators SOS - Teaching and Learning Improvement - Professional Learning Through Peer Observation increase. SOS - Teaching and Learning Evaluation - Use of Student Feedback to Improve Practice increase.</p>			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>

